

# **2016 LFCC Directors Institute: Every Student, Every Moment: Leadership for Results**

## **Using Schoolwide PBIS Approaches to Creating Engaging Secondary Classroom Settings**

**September 13, 2016**

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Please feel free to use these materials. Please let me know if they are helpful to you and how you use them to support your efforts.

## **I. Introduction to exploring an effective climate in school settings**

**Enduring Understanding:** Be able to identify the components of developing an effective school climate.

**Essential Questions:** How do you organize systems to enhance the support in your environment (e.g., human, financial, structural)?

## **Exploring Other Secondary Schools**

### **What is working well?**

- **District level**
- All schools are implementing PBIS and people at district office are supportive.
- Common language, PD and a reduction in discipline data have already occurred in almost half of the schools in the district that are implementing the (PBIS) system.
- **School level**
- Positivity amongst teachers and staff is high.
- PBIS proactive mentality is trickling down from teacher and staff onto students and parents. (e.g. Open-house and First assembly)
- Year began with zero discipline problems or referrals.
- All school staff members have emphasized common language in the expectations
- Adult supervision has increased and a more effective or strategic plan of supervision has been set in place
- PBIS Teams consistency is cause for celebration
- Other:

### **Next Steps**

- Addressing multiple transitions throughout the day that can be a barrier to teaching or discipline.
- Need for more time to plan and implement.
- Language and cultural differences could be barriers for teaching.
- Be clearer on understanding major and minor incidents in the referral forms.
- Access to SWISS program to generate timely, accurate, and meaningful teacher/parent/student reports.
- Better supervision outside of boys restrooms, hallways, and cafeteria area during lunchtime.
- Moving to tiers two and three.
- More training on social emotional learning and supports.

Other:

Sample Interview Questions for developing buy-in (newer teams)

What is going well in your school around behavior/discipline?	
What are some of the barriers to teaching around discipline?	
What would you like to change about your job AROUND DISCIPLINE?	
Can you say anything about who, when, where, what, and why about problem behaviors and/or desirable behaviors occur in your building?	
What have you liked/disliked about staff development in the past?	

Adapted from the work of Jim Knight by Hank Bohanon (hbohano@luc.edu) and the Louisiana PBS Project

Sample Interview Questions for developing buy-in (established teams)

Please answer the questions below about PBIS.

1. What do you like MOST about the implementation of PBIS?
  
  
  
  
  
  
  
  
  
  
2. What do you like LEAST about the implementation of PBIS?
  
  
  
  
  
  
  
  
  
  
3. How do you feel the implementation of PBIS could be IMPROVED?
  
  
  
  
  
  
  
  
  
  
4. How often do you hand out wristbands?  
  
Circle ONE: Never   Monthly   Weekly
  
  
  
  
  
  
  
  
  
  
5. What suggestions do you have for reinforcers (rewards) for students? (Think of things that may or may not cost money).

6. What suggestions do you have for reinforcers for teachers whose names are called when a wristband is chosen?

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### Sample Results

#### 1. What do you like MOST about the implementation of PBIS?

Have seen an improvement in student behavior (5)  
Uniformity and consistency (7)  
Get to meet kids they don't know  
Lessons (2)  
Kids pick up after themselves  
Helps w/social skills  
Teaches positive expectations  
Wristbands (2)  
½ hour of work time for teachers  
Awareness of students doing positive things  
Discussion of difficult topics with the kids  
6-12 Building wide  
See same kids every day for set amount of time  
Positive behavior enforcement is more effective than negative  
Kid's reaction when name is drawn for wristband  
Videos  
Clear consequences, good rewards  
Working w/students that need extra help  
The review of major issues-parking, technology, hallway decorum  
No Comment (2)

#### 2. What do you like LEAST about the implementation of PBIS?

Repetition of simple lessons (6)  
Lesson effectiveness (2)  
Lessons are too elementary (2)  
No feedback from teachers  
Read-only topics  
Wish it could extend to the classroom  
Not being visible in other areas than the hall  
Teaching partner's lack of effort and attitude toward students  
One partner does all the lessons, work, talking  
Filing out the forms, forgetting about doing them (3)  
Not having all the materials for the lessons beforehand  
Most students have nothing to do (2)  
Not everyone rewarding the same things  
Students aren't taking lessons seriously (2)  
Rewarding behavior that should be expected from students  
Clipboards  
The lessons are getting shorter  
Students are still treating the positives as jokes  
Kids thinking they need a wristband for everything  
I like everything about it!  
Teachers need to be more consistent  
No Comment (1)

3. How do you feel the implementation of PBIS could be IMPROVED?

Use multimedia for lesson presentation

Expand to classroom (4)

Increase rewards

More group activities

More speakers

Change lessons, too repetitive, gear toward high school (2)

Wristband stipulations need to be more clear-teachers are handing out wristbands for behaviors not on the matrix

Shorter

How we recognize the wristband winners

Everyone following the same rules (2)

More activities to reinforce lessons

ARC Time is too long

Students have lost focus of purpose 2nd semester

More relevant movies on Youtube

Have monthly meetings w/teachers

Keep educating staff about steps to take various situations

Apply consequences withinin one day

No comment (13)

4. How often do you hand out wristbands?

Circle ONE: Never (7)

Weekly (4)

Monthly (18)

Other (3)

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### More Self-Assessment Tools

Behavior See: – <http://www.pbisapps.org> see Self Assessment Survey;

Academic and behavior Self-Assessment for Buy-In (Niles West High School):

<https://docs.google.com/spreadsheet/viewform?usp=sharing&formkey=dHFnSWtjRzdiY1k4M0w0b2kxWHMwNVE6MA#gid=0>

## I. Beliefs

It can be challenging for some students to achieve grade level standards even with support. With this in mind, students with high incidence disabilities (e.g., Emotional Disorder, Specific Learning Disability) who are receiving Special Education services can achieve grade level benchmarks (i.e. general education standards) in reading and math with powerful, scientifically based interventions. \*

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Research-based core instruction should be effective enough with most of the students so they achieve benchmarks in reading and math. \*

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

While general education teachers have many duties and responsibilities, general education classroom teachers should be trained and supported to provide differentiated instructional practices (e.g., variety of methods to deliver instruction) to address diverse learning needs. \*

1 2 3 4 5

Adapted from

[http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) - See Tools for Examining Consensus Development

**Activity:** Given these example, what are some ways you can “ask before you tell” to obtain, maintain, or increase buy-in from staff?

Determine your next step.

Based on your team time discussion, list at least 2 action statements.

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		
D.		

## **II. Effective teams in high school settings and using data**

**Enduring Understanding:** We need each other to accomplish the goal of improving outcomes

**Enduring Understanding:** We need to use data to plan for interventions

**Essential question:** What are effective ways to encourage teams to work together efficiently and effectively?

**Essential Questions:** How can you use data to plan for interventions – at the beginning of the year and on-going? How can teams convert data to a plan of action based on fidelity and outcomes?

### Action Plan Tuesday

Status: C= Complete, I=In progress, N=Not started

Task	Who	When	Status
Teaching expectations	Whoever wants to help	At some point	?
Fix bad behaviors	Mrs. B.	By tomorrow	Hurry!

(contact Hank Bohanon [hbohano@luc.edu](mailto:hbohano@luc.edu))

### Bad Meeting Example

Team Meeting Friday!!!

We will be discussing the following agenda items:

- Problems
- Ideas

Meeting notes from Friday

3:00 – Two team members were present

3:15 – Two present team members realized that time and place had not been announced

3:20 – Announcement made over loudspeaker

3:40 – All 8 team members present

3:45 – Team had an in-depth discussion about the problems with the raffle system. Comments included the following:

Mr. A. and Mr. B. feel that not enough teachers are using the raffle tickets, and that we should track somehow which ones are not.

Ms. C., Mr. D. and Ms. E. all feel that teachers should do this voluntarily and should not be punished for not using it. (This discussion went on until 4:05, with no resolution, when the next issue was raised).

Ms. F. commented that many times the raffles do not happen at all because there is no system for them. Ms. G. and Ms. H. offered the idea of setting up a schedule. The team debated the pros and cons of a schedule. Mr. A feels that a schedule makes things too rigid and is a problem if someone is out sick. Ms. D. agreed. Ms. G. and Ms. H. felt it would be better than the current situation. At 4:30, Ms. H. and Mr. A. began shouting and pointing fingers at each other,

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at which point Ms. G. and Mr. B. stood up and called for an end to the discussion since the meetings typically end at 4:15 and more business needed to be covered.

4:30 – Mr. B. brought up the issue of having a meeting facilitator. Ms. C. told a story about one staff member who ruined a team by becoming the leader and behaving like a tyrant. Ms. D. told a story similar to that of Ms. C.

4:45 – The team agreed to disagree for the time being and set another meeting for Monday, time and place TBA.

Adapted from reality Kira Hicks, Contact Hank Bohanon [hbohano@luc.edu](mailto:hbohano@luc.edu) or <http://www.hankbohanon.net>

### **Reflection Activity**

1. Rate the health of their teams on each item

5 positive things are going great

1 not at all and we need to work on this

- \_\_\_\_Scheduling and communication
- \_\_\_\_Creation and use of an agenda
- \_\_\_\_Meeting begins and ends on-time
- \_\_\_\_Keeping the meeting on track
- \_\_\_\_Action plan/delegating tasks
- \_\_\_\_Meeting Participation
- \_\_\_\_Dissemination of meeting notes

## Meeting Facilitation Rubric

<b>Purpose</b>
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The purpose of this tool is to help guide teams in the development of methods and processes for effective team meetings.

<b>Administration</b>
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This tool is to be administered to teams at school sites that are engaging in the implementation of approaches such as Positive Behavior Support and other three-tiered initiatives.

<b>Timeline for Administration</b>
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This tool is completed once during the summer or early fall. However it may be administered at anytime in order to assist with action planning.

<b>Administration Instructions</b>
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This tool is designed to be completed by the entire team based on consensus. For each of the components of team meetings, there are three categories of implementation based on a descriptive rubric. This rubric is designed to help you judge if the premise in the prompt has a status of Exceeding the Standard, Meets Standard, or Does not meet Standard as defined in the top of each page.

<b>School Name</b>	<b>Date of Completion</b>
<b>District Name &amp; Number</b>	<b>County</b>

Category	Exceeds standard	Meets Standard	Does not meet Standard
<b>Scheduling and communication</b>	Notices are sent no later than two weeks in advance of planned meeting. Notice includes the date, time and purpose of the meeting. Any materials that will be necessary for the meetings are also included Follow-up notices are sent the week of the meeting.	Notices are sent two weeks prior to the meeting. The notice includes the date, time and purpose of the meeting.	Notices are sent a few days before the meeting or not at all. Meeting notice does not include date, time, location or purpose of the meeting.
<b>Creation and use of an agenda</b>	Internal leadership independently generates own agenda that is based on the action plan. An agenda is provided for all meeting attendees in advance of the meeting. The agenda includes a section for review of minutes and progress on the action plan from the previous meeting. All relevant topics that will be covered during the meeting are listed. The agenda includes a section for review of current data which are used for next steps. The data are prepared by the internal team. The next meeting is scheduled.	An agenda is provided for all meeting attendees that is based on the action plan. The agenda has a section for covering the minutes from the previous meeting. The agenda incorporates all relevant topics that will be covered during the meeting. The agenda includes a section for review of current data which are used for next steps. The next meeting is scheduled.	There is no agenda, or the agenda does not include minutes from the previous meeting, a list of topics to be covered, or allows time to discuss next steps and schedule the next meeting.

Category	Exceeds standard	Meets Standard	Does not meet Standard
<b>Meeting begins and ends on-time</b>	Attendees arrive before the scheduled meeting time and are prepared to work. The meeting ends at the pre-determined time, or in advance. Facilitator ties the problem solving process to the larger vision and outcomes.	Attendees arrive on time and the meeting ends promptly at the pre-determined time. Facilitator uses a problem solving process to guide the meeting and to handle conflicts.	The attendees arrive late, or not at all. The meeting runs over the allotted time.
<b>Keeping the meeting on track</b>	The meeting facilitator and the attendees strictly adhere to the agenda. Conversations are limited to discussion of agenda items. Any concerns that are not part of the agenda are noted and are covered in the subsequent meeting. Meeting attendees are respectful of time constraints. Attendees respect the opinions and suggestions of fellow participants. The meeting ends on time with completion of the action plan, delegation of tasks and scheduling of the next meeting.	The meeting facilitator and the attendees follow the agenda and are on track at least 90% of the time. The side conversations do not disrupt the meeting. The participants are respectful of one another. The meeting ends on time with all agenda items covered and the action plan completed. The next meeting is scheduled.	The facilitator and/or the attendees do not adhere to the agenda. There are numerous side conversations that undermine the focus and the tone of the meeting. Individuals freely express concerns that are not part of the agenda. The meeting runs overtime. Participants engage in the following behaviors: monopolizing the meeting, making sarcastic comments about other participants or program initiatives. Agenda items are not covered. The action plan is not completed. The date, time and location of the next meeting are not scheduled.



Category	Exceeds standard	Meets Standard	Does not meet Standard
<b>Action plan/delegating tasks</b>	The action plan is completed at the end of the meeting. Tasks are delegated and incorporated as part of the action plan. The action plan is updated and distributed within two days following the meeting.	The action plan is started during the meeting. Delegation of tasks is determined before the close of the meeting. The action plan is updated and distributed within five days following the meeting.	The action plan is not utilized during the meeting, nor is it updated at the conclusion of the meeting. It is unclear who is assigned to complete tasks. The action plan is not updated and distributed.
<b>Meeting Participation</b>	All participants regularly attend meetings and are active in developing and carrying out the action plan (e.g., sign up for and complete tasks on the action plan). Team members represent a variety of ethnic and cultural backgrounds and are encouraged to fully participate. Data are integrated into ongoing celebrations and acknowledgments at meetings and throughout the school.	The majority of participants regularly attend meetings and are active in developing and carrying out the action plan (e.g., sign up for and complete tasks on the action plan). Team members represent a variety of ethnic and cultural backgrounds and are encouraged to fully participate. Acknowledgement of participation and completion of tasks occurs regularly.	Participants attend meetings on an inconsistent basis and are not active in developing and carrying out the action plan (e.g., sign up for and complete tasks on the action plan).
<b>Dissemination of meeting notes</b>	The meeting notes which include the date, time and location of the next meeting are distributed within two days following the meeting.	The meeting notes which include the date, time and location of the next meeting are distributed within five days following the meeting.	The meeting notes are not distributed after the meeting.

### Action Plan for Updating Team Processes

Activity	Activity Task Analysis	Who	When
<b>Scheduling and communication</b>	a.		
	b.		
<b>Creation and use of an agenda</b>	a.		
	b.		
<b>Meeting begins and ends on-time</b>	a.		
	b.		
<b>Keeping the meeting on track</b>	a.		
	b.		
<b>Action plan/delegating tasks</b>	a.		
	b.		
<b>Meeting Participation</b>	a.		
	b.		

V. 1.2 Revised – Pamela Fenning, Jennifer Rose, Kelly Carney, and Hank Bohanon

V.1.3 Revised – Hank Bohanon, 06/28/2010 Loyola University Chicago

V.1.4 Revised – Hank Bohanon, 06/26/2012 Loyola University Chicago

Contact Hank Bohanon @ <http://www.hankbohanon.net>

### VTSS Team Meeting and Problem-Solving Action Planning Form

**Today's Meeting:** Date: Time: Location: Click Facilitator: Click Minute Taker: Click Data Analyst: Click  
**Next Meeting:** Date: Time: Location: Click Facilitator: Click Minute Taker: Click Data Analyst: Click  
**Team Members (bold are present today):** Click here to enter text.

Today's Agenda Items	Next Meeting	Potential Problems Raised
Agenda Items		
1. Celebrations	1. Celebrations	1. Click here to enter text.
2. Click here to enter text.	2. Click here to enter text.	
3. Click here to enter text.	3. Click here to enter text.	

### Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Aligned Organizational Structure			
Data Informed Decision-Making			
Evidence Based Practices			
Family, School and Community Partnerships			
Monitoring Student Progress			
Evaluation of Process			

Evaluation of Team Meeting (Mark your ratings with an "X")	Our Rating		
	Yes	So-So	No
1. How well did we use our norms of collaboration in the meeting today?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In general, are the completed tasks having the desired effects on student behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If some of our ratings are "So-So" or "No," what can we do to improve things? Click here to enter text.

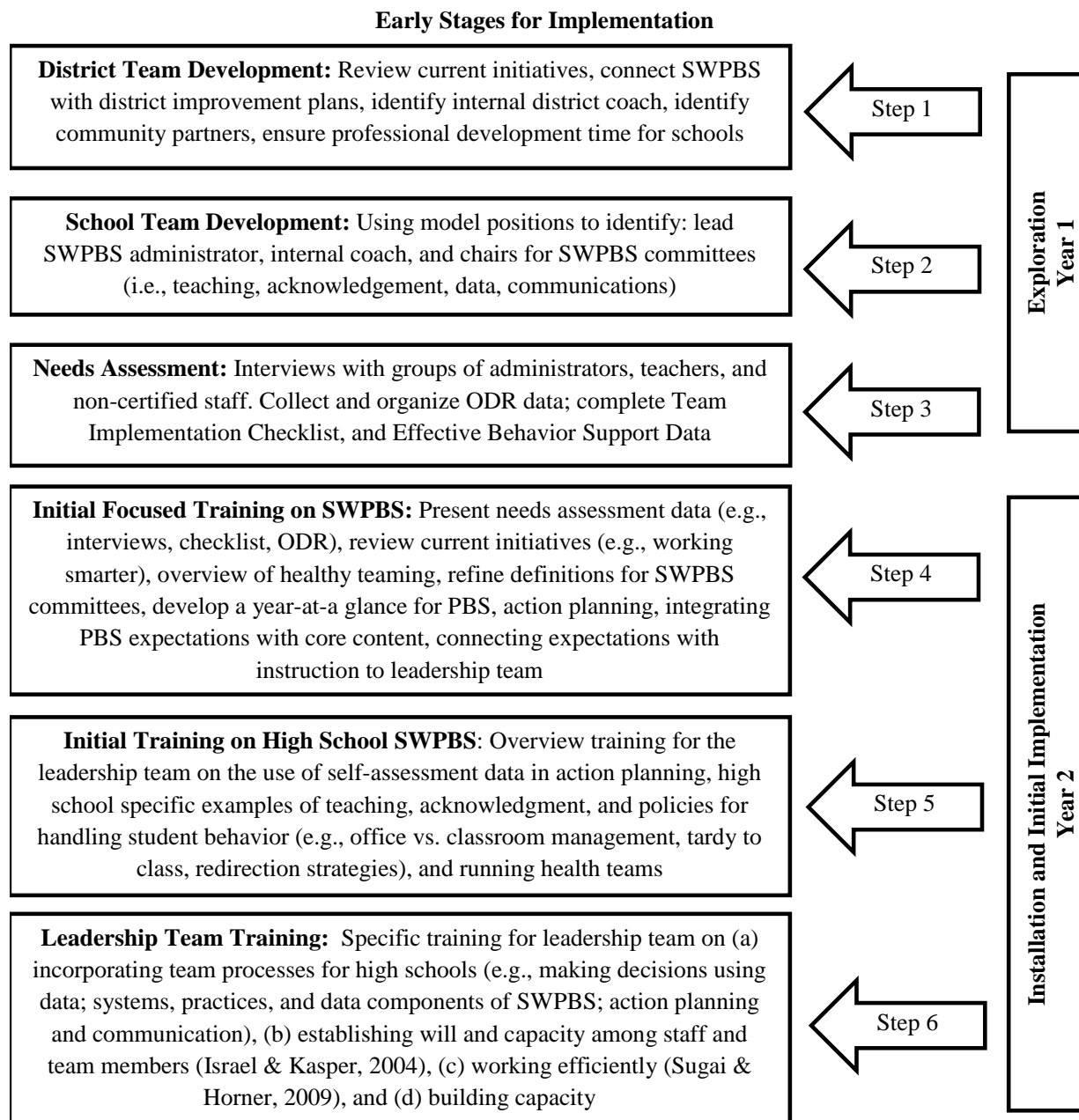
### Virginia's MTSS Action Planning Guide

[http://www.doe.virginia.gov/instruction/virginia\\_tiered\\_system\\_supports/index.shtml](http://www.doe.virginia.gov/instruction/virginia_tiered_system_supports/index.shtml)

**Activity:** Review “Early Stages for implementation”

Given your current setting –where are you in the Exploration Phase?

What might be some key experiences you can use to bring along your staff?



*Figure 1.* Stages for implementation. This figure provides descriptions of steps that can be taken to develop (or re-develop) support for implementation of SWPBS based on initial stages of implementation (SISEP, 2012). From Bohanon, H. & Wu, M. (In Press). Developing buy-in for positive behavior support in secondary settings. *Preventing School Failure*.

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Link to article [http://ecommons.luc.edu/education\\_facpubs/17/](http://ecommons.luc.edu/education_facpubs/17/)

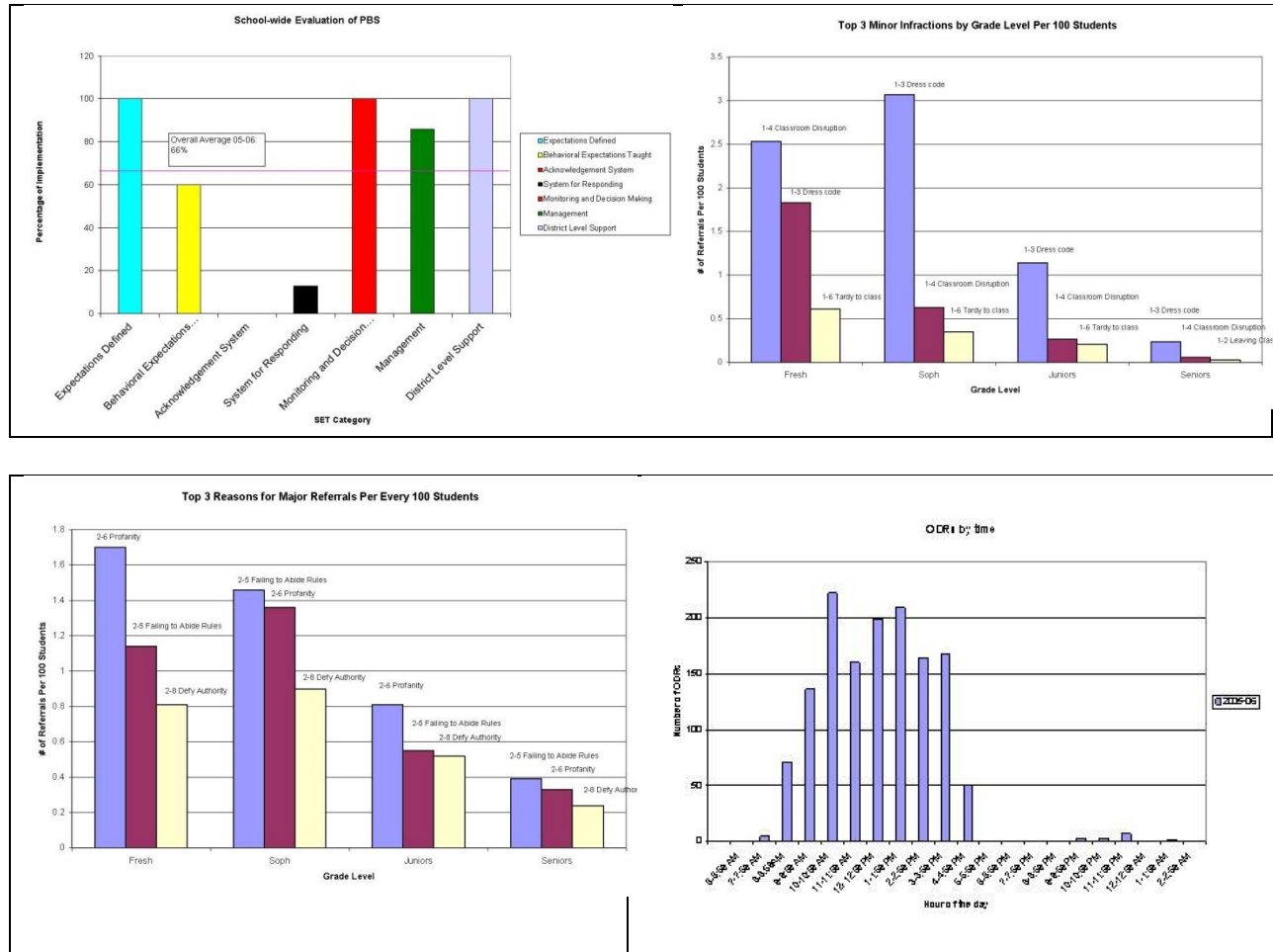
**Reflection:** How will you encourage your teams to meet effectively?

Determine your next step.

Based on your team time discussion, list at least 1 action statement.

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		
D.		

## Installation and initial implementation: Using data and preparing for your core



If these were your data, how would you respond?

### **III. Initial Implementation and systematic networking: Practices of an effective universal core curriculum in schools**

**Enduring Understanding:** Be able to identify the components of engaging environments that prevent and address problem behavior for students

**Essential Question:** What are the components of effective school environments? How do these components connect with an effective instructional model?

### **Supportive Environments Quiz**

With the following statements, decide who was the possible author (e.g., elementary school administrator, middle teacher, high school teacher, other).

1. We cheer people on all the time..We celebrate everything! Although we do have some formal celebrations, a lot of them are informal, spontaneous celebrations that cost little or no money.
2. We catch people doing things right and accentuate the positive by praising them.
3. [After problem] I watch him or her closely so that, as soon as possible, I can catch the person doing something right.
4. People listen to you because they trust you, not just because of your authority.
5. Culture defines what “Doing the Right Thing” means in a group, it makes dealing with expected behavior “not personal.”
6. Our core values include: Pursue Growth and Learning, Be Passionate and Determined, Be Humble



**LESSON PLAN OVERVIEW**  
**BIOLOGY**  
**Week of September 1, Periods 1,2,4,5,7**  
**By BK**

Themes: Welcome students;  
Begin to set climate of class (i.e. a climate of safety and learning);  
Introductions and overview of class, expectations and routines;  
General introduction to science and to “science in the news”.

**Monday, 9-01**

No School - Labor Day Holiday

**Tuesday, 9-02 (modified schedule)**

1. Welcomes students.
2. Introductions - introduce self ; have students introduce the student next to them by first interviewing him/her (using prompts listed on slide) and then introducing them to the class. (*slide: listing interview questions*)
3. Present a general overview of the class. (refer to *slide*).
4. Explain what supplies students are expected to bring with them daily. (*slide: listing supplies*).
5. Distribute and have students complete the *student profile forms*.
5. Sign programs  
{materials: transparencies; student profile form; programs}

**Wednesday, 9-03 (advisory schedule)**

1. Welcome any new students. Sign programs.
2. Bell ringer: have students complete a chart [refer to *slide* which lists the 4 school wide areas of expectations: (1) be respectful; (2) be academically engaged; (3) be responsible; and (4) be caring.] Ask students to list the things they can do to meet each of these areas. Then ask students to list the expectations they will have of me as teacher in each of the areas.
3. Ask students to present their lists and compile one master list for class (on easel paper)
4. Distribute and review list of class rules.
5. If time allows: Prompt students to brainstorm current worldwide science related topics. List on white paper.  
Discuss each item with students prompting them to tell everything they know about the topic.  
Emphasize how important science is to our every day life.  
{materials: transparencies; white easel paper}

**Thursday, 9-04**

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1. If # 5 from yesterday was not completed have students make a list of science related news topics as *bell ringer*.
2. Relate to theme of science in the news, show video of various news clips regarding major current science related issues occurring throughout the world. Stop and start video prompting discussion of each topic. Relate to list completed by students.  
(materials: video, vcr, TV, white sheet from yesterday)

**Friday. 9-05**

1. Distribute Biology pre-test. Explain purpose. Have students take test. {handout pre-test}

## **BIOLOGY SYLLABUS**

### **Class Taught by Mr. K**

### **September**

#### **Course Description**

Biology is the study of living things. Scientists estimate that there are more than 12 million different species of organisms living on Earth today. These living organisms range in size from tiny microscopic bacteria to huge blue whales and towering redwood trees. Although they differ greatly in where and how they live, all living things share certain characteristics that make them different from nonliving things. These characteristics include the ability to reproduce, to grow, to develop, to use energy, and to respond and adapt to changes in the environment.

#### **Course Objectives:**

By the end of the school year you will be able to demonstrate a good understanding of the principles, processes and vocabulary related to the following areas:

1. Important life processes;
2. Scientific inquiry and investigation, including the scientific method;
3. The cell, including cell theory, cycle, structure, processes, growth and division;
4. Biochemistry;
5. Ecology;
6. Energy processes, including photosynthesis, ATP and cellular respiration;
7. DNA and Genetics;
8. Reproduction;
9. Classification;
10. Evolution;
11. Other current science, research and related issues;

#### **Required Texts, Materials, and Supplies**

Text: BIOLOGY, The Web of Life By Scott, Foresman, Addison Wesley

#### **Materials and Supplies**

- (1) Notebook (3 ring binder);
- (2) Pens, paper, pencils;
- (3) Other items supplied by the school, I.e. colored pencils, dividers, markers, construction paper, rulers, microscopes, videos, lab materials and supplies, pictures, newspapers, journals, magazines and other scientific publications

## **Class Format**

*Bell ringers	*Lecture	*Demonstration
*Individual, pair and group work	*Reading	*Written class assignments
*Note taking	*Homework	*Lab activities
*Reports (written and oral)	*Presentations	*Vocabulary work
*Science notebook	*Interactive dialogue, discussion, debate	
*Tests and quizzes	*Research paper	*Extra credit assignments

As indicated by the above list, the class format will emphasize and incorporate reading, writing and higher order thinking skills.

## **Classroom Rules and Expectations      You Will:**

1. Follow the Uniform Discipline Code;
2. Follow the classroom expectations (see attached lists)
3. Maintain good attendance; **[Unexcused absences WILL LOWER YOUR GRADE]**

# of days absent *from 9/2/03 to 1/30/04	Highest possible grade for Semester One
Less than 9	A
9	B
10 - 13	C
14 - 17	D
18	F
*the same policy applies to Semester 2, just change the	dates from 2/2/04 to 6/22/04

## **Grades**

**Grades will be determined by the percentage of total points accumulated. Grades will be given as follows:**

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
Below 60	F

Notebook (10% of grade)	Performance Points (25% of grade)	Academic Points (65% of grade)
Organization of all work	On time for class Prepared for class	Tests Quizzes
Neatness of papers	Behavior	Activities and projects
Ownership of notebook: Evidence of individuality	Participating in class discussions and assignments	Class work and homework

- \* There will be no exceptions to the grading policy. Tardiness, cutting and inappropriate behavior will have a big effect on your grade.
- \* Chapter tests and quizzes: material will come primarily from assigned readings, lecture notes, lab work, and other assignments as announced.
- \* Assignments MUST be legible or they will be returned without a grade.
- \* Semester tests: will be comprehensive.
- \* Make-up tests: For excused absences only , must be taken within three days of the student's return to school.
- \* Late work: Work that is late, due to an excused absence or other approved reason, will be accepted within one week of the due date. Grade may be lowered one step.  
NOTE: If absent, it is the **student's responsibility** to find out what he or she has missed .

\*\*\*\*\*

I have read the syllabus for Mr. K's class. I understand the content of the syllabus and agree to abide by the rules, expectations and other items outlined in it.

\_\_\_\_\_  
Signature                      Date                      Period

## CLASS EXPECTATIONS

As prepared and listed by students on in

### Mr. K's BIOLOGY CLASSES

\*\*\*\*\*  
\*\*\*\*\*

#### RESPECT

##### TREAT OTHERS THE WAY YOU WANT TO BE TREATED

Be polite to each other:

- Don't make fun of other people

- Listen to others

- Respect other people's opinions

- Respect other people's belongings

- Don't interrupt others

Enter and leave the room without pushing or yelling

Raise your hand before talking

Follow rules

Do not disturb the class

Use proper language - No profanity - It's not just what you say but how you say it (tone of voice, inflection)

No rude nonverbal body language - I.e. rolling eyes; slouching; loud sighing

##### ATTITUDE

#### ACADEMICALLY ENGAGED

##### COME TO CLASS WITH CONFIDENCE

Work hard

Do your best

Come prepared for class:

- Bring assigned completed work

- Bring needed supplies

Complete all assignments and do it on time

Be organized

Take notes

Ask questions

Listen

Participate in activities, discussions

Work with and help others

Pay attention

Come on time

Use the library

Discuss and debate

Learn how to communicate

Study  
Raise your hand before talking  
ATTITUDE

## **RESPONSIBILITY**

### **TAKE RESPONSIBILITY FOR YOUR ACTIONS**

Do your best  
Show respect to others  
Wear ID (visible)  
Follow dress standard  
Be on time  
Listen  
Listen before acting  
Copy down assignments  
Complete assignments  
Come prepared for class  
Keep track of things  
Take care of books, supplies, classroom  
Return supplies and other borrowed items  
Help others  
Attitude  
BE HONEST

## **TEACHER**

### **BE A ROLE MODEL - SET A GOOD EXAMPLE**

Be polite  
Be on time  
Come prepared with completed lesson plan  
Give meaningful work  
Respect students  
Respect the opinion of students  
Be fair to all students  
Treat all students equally (don't play favorites)  
Pay attention to students  
Make eye contact with students  
Listen to students  
Listen to suggestions  
Help students  
Answer questions  
Don't use put downs  
Don't use profanity  
Stay calm; don't yell; control anger  
Give advance notice of assignments and tests  
Grade papers and tests on time

Contact Hank Bohanon @ <http://www.hankbohanon.net>

Grade “right” (fairly)  
Watch body language  
Maintain a clean classroom  
Remember that “things go both ways”  
Treat students as young adults  
ATTITUDE



## **BUILDING EXPECTATIONS**

### **Sample Lesson Plan**

**Objective:** Students will be able to identify and demonstrate respectful behaviors in common areas when presented with a role play situation.

**Expectation:** Be Respectful

**Location:** When talking with adults in hallways, classrooms, and assemblies.

**Activity:** Role play either with students or staff

**Why this is important:** Ask *“Why is being respectful to adults important?”*

(Sample responses include: People treat you the way you treat them, its nice, everyone is happier)

**Negative Example:**

Ask *“What does it look like to be disrespectful to adults?”*

(Sample responses include: yelling back, screaming, cursing, continue to talk)

**Positive Example:**

Ask *“What does it look like to be respectful to adults?”*

(Sample responses include: listening while others talk, using inside voice,

**Practice:**

Students practice negative example first then positive. Tell the students,

Say *“We are going to practice the wrong and the right way to \_\_\_\_\_. First, you are going to show us what being disrespectful looks like in \_\_\_\_\_. Then, we are going to practice it the right way.”*

Say *“Remember not to do anything that will get you sent to the office or sent home. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”*

**How will you know they have learned the skill?**

*“OK, great job! We will be looking for these sorts of behaviors in the fall. If you follow these expectations, you will have a much better experience at Senn. Thank you and good night Las Vegas.”*

**Next Steps:** Practice or discuss other situations *“what should you do if asked for your ID in the hall?”*

## **BUILDING EXPECTATIONS**

### **Sample Lesson Plan**

**Objective:**

**Expectation:**

**Location:**

**Activity:**

**Why this is important:**

**Negative Example:**

**Positive Example:**

**Practice:** Students practice negative example first then positive. Tell the students, “Remember not to do anything that will get you sent to the office. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”

**How will you know they have learned the skill?**  
(short term and long term)?

**Next Steps:**

### Checklist for teaching expectations

Activity for teaching _____ (list the expectation being taught)	Yes= 2 Good Start = 1 No = 0 Comment for additional practice
Was the schoolwide expectation explicitly stated?	
Was the location where the behavior is to be carried out identified?	
Was the teaching method clear (e.g. discussion, role play)	
Was a prompt given to discuss why this expectation was important?	
Were students asked for negative examples of the expectation?	
Were students asked for positive examples of the expectation?	
Were the students allowed practice the negative, then the positive behavior?	
Did the teacher pre-teach prompts (e.g., when I raise my hand, stop yelling), to stop inappropriate role play (e.g., show what ... does not look like) and were limits of behavior set?	
Did the teacher pre-teach limits for the negative role play (e.g., remember not to do anything that will get your thrown out of class)?	
Were the students provided with feedback about their performance and perhaps additional practice in another situation?	

**Total Points:** \_\_\_\_\_ **Teacher's Name:** \_\_\_\_\_  
**Percentage:** \_\_\_\_\_ **PBS Consultant:** \_\_\_\_\_  
**Teacher has reached a proficiency level of 90% or better** \_\_\_\_\_  
**Yes/No**

## **Arizona's College and Career Ready Standards – English Language Arts – Speaking and Listening 9–12**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.
  - b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - c. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11-12.SL.1)

<http://www.azed.gov/standards-practices/englishlanguageartsstandards/>

## **Student Engagement: Two ways to increase student engagement**

(by: Hank Bohanon - see [hankbohanon.net](http://www.hankbohanon.net))

We are looking for ways to make things work together. A great deal of focus in school is on integrating behavior and academic support. One area that naturally bridges both is student engagement or school connection. Researchers have found relationships between academic improvement and student connections (see for really good article on this <http://eric.ed.gov/?id=EJ1007218>).

According to van Uden and colleagues, engaging students is about the relevancy of the content, the way it is delivered, and other overall climate of the class. I came across their study that included the voice of students related to this topic. These were from students at both K-12 and university levels. I thought their insights were very useful.

Two ways create engagement:

1. Simply asking a student about how their day was going was a very effective approach to engagement. One student said the teacher only had to say a few words, but they felt like the teacher cared and understood them..which was motivating..
2. Asking if you can help and give feedback. Several students said that just asking if they needed help or providing feedback about performance was “support.”

Two ways to create disengagement:

1. Asking detailed questions about the students’ life was not engaging. Many of the students said they did not want to be friends with their teachers. They just wanted the teacher to understand their perspective and if they were going through something that might require some accommodation. I once heard a teacher talk about sharing her early drug use with her students as a way to connect (not how she recovered from this), not a good plan...too much information (TMI) is not good for anyone..
2. Just handing out the work was disengaging. The students said a real turn off occurred when teachers just handed out the work without really covering it (e.g., describing, modeling). See *Ferris Buellers Day Off* for more details on how to create disengagement (<https://www.youtube.com/watch?v=uhiCFdWeQfA>)

Charge and question

To these students, engagement was not about therapy (although there is a place for therapy). It was about taking short amounts of time to ask how they are doing and asking if they needed help. There is certainly more to engagement, but this is a very efficient approach. This article is full of great quotes from students and discussion points. I would recommend it for a professional learning community or other book club. What examples you have seen of engaging students in really simple ways? The article should be available at:<http://www.sciencedirect.com/science/article/pii/S0742051X13001352>

Contact Hank Bohanon @ <http://www.hankbohanon.net>

## Student Engagement

Very good resource for research around literacy and student engagement (Click on Icon)



998\_al\_video\_kamil.  
pdf

Also...



## Learning Together About Engaging Text Discussion

<b>Purpose</b>	Trainers, coaches, and expert teachers are encouraged to use this tool to provide in-service training on facilitating text discussion. During this session, teachers will work in the larger group and in small groups to deepen their understanding of instructional strategies and practices.
<b>Materials</b>	Laptop and projector
<b>Media</b>	<p><a href="#"><i>Talking About Text: Discussion-Based Approaches to Reading Instruction</i></a>. Watch this multimedia presentation to learn about important features of extended discussions about text. (5:51)</p> <p><a href="#"><i>Engaging Adolescents in Discussions About Text</i></a>. Watch this expert interview with Dr. Janice Dole to learn about how teachers can use engaging text discussion to facilitate reading comprehension. (5:28)</p>
<b>Topic</b>	Adolescent Literacy
<b>Practice</b>	Engaging Text Discussion

### **Learning Together About Engaging Text Discussion**

1. Watch the multimedia presentation, *Using Text Discussions to Engage Students and Improve Comprehension* and the expert interview, *Engaging Adolescents in Discussions About Text*. Lead a discussion to clarify the team's understanding about engaging text discussions. Ask them to reflect on these questions:
  - Why is it important to provide opportunities for adolescents to discuss text?
  - What are some key features of effective, extended discussions?
  - What should teachers consider when selecting a text for a discussion?
  - What are some of the roadblocks to implementing this practice? What are some ways to address these roadblocks in your classroom?
  - What kinds of tools, materials, or training would you need to incorporate more text discussion into your classroom?
2. Discuss as a group: What can teachers do to create a classroom environment that supports classroom discussion?

Option: Teachers may discuss the question in small groups and draw a visual diagram of a classroom environment that supports discussion.

Whole group or small group discussion topics may include the following:

- Posing authentic and provocative questions for discussion
  - Establishing classroom norms for discussions
  - Creating a safe space for practicing speaking and listening
  - Modeling and practicing discussion roles
  - Providing prompts for participation (e.g., sentence starters)
  - Providing tools to organize discussions (e.g., graphic organizers)
  - Discussion aids posted on classroom walls
  - Physical set-up of classroom
3. Fishbowl exercise:

To the trainer: Bring in a short text and provocative discussion question for a fishbowl exercise. A group of 5 or 6 teachers is seated in a circle in the middle of the room, surrounded by observers. The group in the center is asked to read the text and respond to the question. The observing group takes notes.

Option: You may take this as an opportunity to try out an activity structure like reciprocal teaching or literature circles, or simply have a free-form discussion.

Lead a discussion after the fishbowl activity about what was observed. The questions below can serve as prompts for observers' note-taking during the discussion or for the debrief after the discussion:

- What did you notice about body language and non-verbal behavior?
- What did you notice about how people expressed an opinion?
- What did you notice about the language or manner with which people agreed or disagreed?
- (If using roles) What did you notice about how each person carried out their role?
- How effective were the text selection and discussion question?
- What skills or strategies did you notice the teachers using that your students haven't mastered yet?

As a wrap-up, have teachers discuss how they might conduct a fishbowl activity in their own classrooms and how they would modify the activity for their own use.



### **Acknowledging Students for Good Behaviors**

- Try to use a 4 to 1 ratio of positive to corrective comments in the classroom
- Be specific : “Thank you for being respectful and handing me your ID when I asked for it”
- Recognize students immediately after a good behavior
- Be genuine: Convey sincerity with tone of voice and body language, message, and choice of behavior to acknowledge (avoid patronizing students)
- Use vicarious reinforcement: acknowledge a student who is meeting your expectation when others are not: “I really appreciate how productive group one is being right now, you all have your books open and are taking notes”
- Make the activity relevant: If the content of an academic activity is meaningful and interesting for students, it is rewarding for them to behave well and participate. For example, for math class, allowing them to complete word problems to figure out how to save money for a video game system (Xbox, Playstation, etc.)

**Pop quiz:** What do you have available to you that would help you reinforce students in a specific, immediate, genuine way? (Hint: Think School Store)

Types of acknowledgement:

Immediate/Frequent:

Intermediate (weekly?) – homework example

Large scale, school spirit oriented (school picnic?)

## Reinforcement Planning Matrix

TYPE	WHAT IT IS	WHEN WILL IT HAPPEN	WHERE CAN/WILL IT HAPPEN	WHO WILL BE IMPLEMENTING	NOTES
High Frequency "GOTCHAS"					
Unpredictable/Intermittent "BOOSTERS"					
Attention Grabbing "Celebrations"					

Based on the work of Steve Romano

Link to Sample Acknowledgment Matrix:

[http://hankbohanon.net/userfiles/High\\_School\\_PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%20BJ4%20.doc](http://hankbohanon.net/userfiles/High_School_PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%20BJ4%20.doc)

### Professional Development on Redirection

- Think off a student who is off task
  - What might they be doing that is okay?
  - If a student was in a white shirt but did not have out an ID, what could you say first before asking about the ID?
- When stopping a student in the hall, what happens when you don't use the techniques below?
  - **Use privacy, eye contact, and proximity** when correcting
  - **Start with something positive** – what are they doing right? Or what is the student next to him doing that is right? Praise that behavior specifically.
  - **Assume the student did not know the expectation** (assume innocence until proven guilty)
  - **Use humor** – this is not sarcasm (e.g., you know, some times my arms just fly around too, are you OK now? – Is this really being safe in the hall?)
  - **Stay out of content** when you ask for something or give a direction. When the students says “why” or “who are you” then simply wait a moment and repeat the direction. You must be willing to wait it out, if not, do not use this!
  - **End with a teachable moment**, “Was that an example of being safe?” “What did you need to do instead?”
- When attempting to redirect groups, have you tried the following?
  - **Acknowledge those who are on task.** When the rest come back, thank them. The same can be done for individual students: look for anything they are doing right, and point that out. When they stop problem behavior, thank them for their self-control without having to be told (Hint: Start with something positive).
  - **Stop, wait** for instructional control, **remind and re-teach** expectations.

## Year at a Glance for PBS (See <http://hankbohanon.net> for Word Doc)

<b>Summer Vacation</b>	Training and planning with PBS Team (Typically three meetings) Develop guidebook for teachers
<b>August</b>	Develop action plan for first few months of school (Add to this at each meeting throughout the year) (Be ready for orientations, guidebook, tickets, store, raffles, data, meetings)
<b>September</b>	Kickoff for school year: Teach expectations, explain the acknowledgement system to all students and staff. Pass out guidebook and explain (include policy) Distribute tickets to all staff members. Begin to look at target level supports: identify groups Team meets bi-monthly – review data
<b>October</b>	School store up and running, consistent raffle drawings. Prepare for secondary supports, identify needs and data. Feedback from staff about project Recruit and orient new team members Review Team Implementation Checklist Share data with the staff Team meets bi-monthly – review data
<b>November</b>	Begin planning first school-wide celebration Review data, identify secondary needs Parent climate survey Team meets bi-monthly – review data
<b>December</b>	Possible target month: school-wide celebration, encourage acknowledgment system Secondary supports – on-going Review Team Implementation Checklist Share data with the staff Team meets bi-monthly – review data
<b>January</b>	Refresh everyone on school-wide system. Administer SET Team meets bi-monthly – review data
<b>February</b>	Feedback from staff about project and present data
<b>March</b>	Possible target month: school-wide celebration(?), encourage acknowledgment system Review Team Implementation Checklist Share data with the staff Administer EBS Team meets bi-monthly – review data
<b>April</b>	Possible target month: school-wide celebration(?), encourage acknowledgment system Planning retreat for next steps (all day) Team meets bi-monthly – review data
<b>May</b>	Administer Climate survey School-wide celebration (?) Team meets bi-monthly – review data
<b>June</b>	Report summary data to staff and feedback Review Team Implementation Checklist Set dates for summer planning/training Final planning meeting Team meets bi-monthly – review data

## **SWE Rotational Sessions- Staff Development 45 Minutes Each**

### **I. Rationale: Who will do overview -**

#### **a. Why SWE -**

- i. Read through the rationale, make it a point to emphasize the EVERYONE when feeling comfortable, valued and welcome
- ii. Review the CIWP goal
- iii. SWE is not a closed door committee, it is an always accepting, open team
- iv. Get back instructional time, fewer power struggles, adds to more comfortable and productive classroom environment
- v. Data: SET (what you are doing), TIC (team's perception), SAS (teacher perception) Highlights from office discipline referrals, Goal 50% reductions in the number of classrooms and teachers with 10 or more referrals, general reduction in classroom ODRs: Slides: Total ODRs, Triangle, By Class, By Month, By Locations, By Who is involved, By Major and by Minor, By Time of Day, By Teacher response, By Admin, and Suspensions.

### **II. Communication -**

- a. Walk through the teacher handbook
- b. Overview of committees and their major tasks for the year (year at a glance) based on our priorities from the Effective Behavior Support Survey (EBS)

### **III. Data -**

- a. Show one page from the EBS from the school wide - (pull graph)
- b. Working together to create one clear set of policies
  - i. What did we do on the area of communication from the action plan in the following areas. We want you to help with as much as possible:
    1. Hallway behaviors – transition plans TBA
    2. Overview of rotational meeting for students (short overview)
    3. Consequences for major behaviors or repeat problems (in school problem solving is coming): a. check in and check out as needed, office vs class, procedural flow chart, ODR form (how and when to use - see example and why),
    4. redirection strategies (one pager -in handbook)  
<http://69.195.124.205/~hankboha/wp-content/uploads/2014/04/Handout-on-Redirection7-13-07-Shorter.doc>

5. Good example of how to stay out of a power struggle video - see about 6 minutes in - maybe use maybe not  
<http://vimeo.com/groups/pbisvideos/videos/14818677>
- c. Create an **open** line of communication between all staff (survey is coming - welcome to share with team at any point)

#### IV. **Teaching -**

- a. Role play teaching example and give example - show clip of teacher teaching expectation (short) .
- b. Great example of teaching expectations - maybe use - maybe not - about 2 Minutes into video <http://vimeo.com/groups/pbisvideos/videos/14818677>
- c. Discuss lesson plans for first two weeks
- d. Boosters and on-going teaching – focus on (PUT THE MONTHS IN HERE FOR RE-Teaching AND BOOSTERS BASED ON MONTHLY GRAPH)

#### V. **Incentives and Acknowledgements -**

- a. The intent of this team is to encourage and recognize desired positive behaviors
- b. How to acknowledge (see one pager - in handbook)  
<http://69.195.124.205/~hankboha/wp-content/uploads/2014/04/Acknowledging-One-Pager.doc>
- c. Staff will be encouraged to establish their own “best” methods of recognizing and acknowledging their students that best fit their own classroom management and organizational styles and needs.
- d. High frequency **School Store System**- stickers and school store - how this works (See TMMS Acknowledgement Grid)
- e. **Small Group Awards - Checking for appropriate language, Honor roll, Disrespect Checks, and Acknowledging Teacher (See TMMS Acknowledgement Grid)**
- f. **School Wide Awards:** If the students have over 95% attendance in December they will be rewarded with a school dance on December 21st., 2. If we see a 10% drop in Office Discipline Referrals from February to March we will have a Dance on March 28th. If we see a 10% drop in ODRs from May to June we will have a dance June 14th. (See TMMS Acknowledgement Grid)
- g. We are hopeful that we as a school will become more mindful of all of the little (and big) things that are done on a daily basis to help maintain a positive work environment.

**Reflection:** How can we enhance the components of an effective school environment?  
How do we connect components with effective classroom management?

Maximized Structure

Post, teach, model, reinforce expectations

Active engagement

Variety of ways to acknowledge

Continuum of ways to respond

Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008

**List at least 1 Action Step**

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		